

CHAPTER II

ENGLISH TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION IN THE FORM OF HYBRID LEARNING

A. The Nature of Teachers' Strategies

1. Definition of Teacher strategies

Learning actions that can be taken by a person or organization to be able to achieve goals can be expressed as a strategy. Strategy is also a procedure that used to provide a useful atmosphere for students to achieve the objectives of their learning. Strategies are defined as the specific methods of approaching a problem or task, the modes of operation for achieving a particular end, and the planned designs for controlling and manipulating certain information Brown (2007: 119) as cited in (Daddi & Muhammad Zia Ul Haq, 2014).

Teaching strategy is the generalized plan for a lesson or a lesson that includes structure, desired learner behavior, terms of the goals of instruction, and an outline of tactics necessary to implement the strategy, Antoni (2010) as cited in (Dwiningtiyas *et.al*, 2020). Teachers' strategies often expect students to develop their reading skills by osmosis (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaching reading comprehension to the target language all day, they was improve their reading comprehension.

Setiyadi (2006), as cited in (Dwiningtiyas *et.al*, 2020), some of the strategies are created and used by using authentic material and approaches, reading aloud in the classroom, comprehension questions, checking the level of difficulty of the text, use pre-reading activities to prepare students for reading. In addition, teachers also may use the other strategies such as developing the vocabulary of children, not continuing reading without understanding, grasping the heart of the matter, using contextual clues, teaching reading strategies, visualizing what is written, provide a variety of reading purpose, identify texts and tasks, and so on.

2. Type of Teaching Strategies

A teacher must understand the learning objectives before choosing a learning strategy (Murdiono, 2012: 31). Teaching strategies are something that needs to be considered by an instructor, teacher, and lecturer in the learning process. There are no 3 types of strategies related to learning, namely: learning organizing strategies, learning delivery strategies, and learning management strategies.

a. Learning Organizing Strategies

Structural strategy for organizing lesson content, which refers to how to sequence and synthesize related facts, concepts, procedures, and principles. There are two types of organizing strategies, namely micro strategies and macro strategies.

b. Learning Delivery Strategies

The learning content delivery strategy is a component of the method variables for carrying out the process of learning. The strategy function of the delivery of learning is: (1) delivering learning content to learners, and (2) providing information or materials needed by learners to display performance.

c. Learning Management Strategies.

The learning management strategy is a component of the method variables that deal with how to organize the interaction between learners and other learning method variables. This strategy is concerned with making decisions about which organizational strategies and delivery strategies will use during the learning process. There are at least 3 (three) important classifications of management strategy variables, namely scheduling, making notes on students' learning progress, and motivation. can be said to be a general pattern containing a series of activities that can be used as a guide so that competence as a learning goal can be achieved optimally.

3. Strategies in Teaching Reading

Teaching strategies are very important when applied to the success of the teaching process. The strategy used by the teacher must also attract the attention of students. There are various types of reading teaching strategies that used in the classroom in various situations. Successful reader can also read for thorough comprehension. This means they read to understand the total meaning of a passage. This kind of reading is often done in academic and other settings where complete comprehension is necessary.

Strategy in teaching reading comprehension as in research strategies checklist proved that the first teacher used only Reading Aloud and Asking for Specific Information as of the main strategies in teaching reading comprehension (Dwiningtiyas *et.al*, 2020). On the other hand, teacher two used encouraging to Use Dictionary, Reading Aloud, and Evaluating Comprehension in Particular tasks. All strategies used were very effective to help the students in learning reading comprehension. It was proven by the condition of the classroom activities and the students' attention in following the teacher while explaining the materials. The strategies used also gave to benefit the teacher. By having the combination of strategies the teacher taught and manage the students easier.

Wallace (1992) as cited in (Sarjan, 2017) states that reading strategy is a unitary process which cannot be subdivided into part skills. It means that as a process, a reading strategy involves ways of processing text which will vary with the nature of the text, the reader's purposes, and the context of situation. There are many strategies for teaching reading have developed by experts. Those strategies indicate an important role of a teacher to reach the objectives of teaching and learning process.

There are some strategies in teaching reading comprehension according to Vacca & Vacca (1999:53) as cited in (Sarjan, 2017) :

a. Scaffolding

Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

b. Think-Aloud

Think Alouds is a strategy that helps students on learning activities, Aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity Them and control the students in completing each step of the way think alouds strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

c. Reciprocal Teaching

Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying.

d. SQ3R

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It is only one of many similar strategies that you can use to improve comprehension. It consist five steps, they are: Surveying, questioning, reading, reciting, and reviewing. The SQ3R strategy involves (1) reading the headings in the chapter quickly to get its important part, (2) turning the heading in to question, (3) reading to find the answer to the question, (4) recall the important point (the answer to the question) by retelling them or writing them in one's memory at the important point.

e. QARs

QARs is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading.

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B. The Nature of Reading Comprehension

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Reading is one of the most important language skills for students to learn. Through this activity, students can improve their language and experience. They was get the information and ideas they need to know. Reading is one of the most important language skills for students to learn. Through this activity, students can improve their language and experience. They was get the information and ideas they need to know. Reading can be considered a crucial aspect of one language's ability because it deals with information and communication. Clarify that reading has an important educational goal Pang, Muaka, Bernhardt, & Kamil (2003) as cited in (Siti Safura & Cut Mawar Helmanda, 2020). The ability to read provides the opportunity in gaining new knowledge, enjoy literature, and do everyday things that are part of human life. So, the first thing that has to know before learning to read is what reading itself is.

2. The Reading Strategies

According to Nuttal (1982), as cited (Hidayati, 2018), reading strategies are classified into four types. These are skimming, scanning, extensive and intensive readings:

a. Skimming

Skimming is a helpful skill to be applied in reading. Grellet (1999), as cited in (Hidayati, 2018), skimming means glancing rapidly over a text to get its gist. It means skimming is used to build students' confidence and an understanding that it is possible to gain meaning without reading every word in a text. Skimming assists the readers in

understanding the main idea of the text before reading it carefully. Students can do skimming in several ways, such as reading the title or the other heading and looking at the picture, reading the first and the last paragraph of the text (Islam and Steenburgh, 2009) as cited in (Hidayati, 2018)

b. Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information (Grellet, 1981) as cited in (Hidayati, 2018). It means that scanning is the ability to scan a text to find specific information that is needed like a date, a figure, or a name and ignore all unimportant information. For Example, a student scans the name list in a telephone directory to find a phone number. Scanning helps the reader find information quickly without reading the whole text.

c. Extensive Reading

In extensive reading, the readers usually face a longer text. In reading, the readers need a complete understanding of writing. According to Brown (2001), as cited in (Hidayati, 2018), extensive reading is carried out to achieve a general sense of a text. Long and Richards (1987), as cited in (Hidayati, 2018), identify extensive reading as occurring when the students read large amounts of high-interest material, concentrate on meaning, read for gist and skip unknown words. So, extensive reading aims to build the readers' confidence and enjoyment.

d. Intensive Reading

Intensive reading is reading for detail. It usually has a shorter text. A reader usually wants to get some specific information. According to Macleod (2011), as cited in (Hidayati, 2018), intensive reading exercises may include looking at main ideas versus details, understanding what the text implies, making inferences, looking at the order of information and how it affects the message, identifying words that connect one idea to another and identifying words that indicate a change from one section to another.

Reading comprehension is the act of understanding what you are reading. Reading comprehension is the desired result of reading and can be defined as the skill of combining background knowledge with reading texts Oakley (2011), as cited in (Özdemir & Akyol, 2019). Reading comprehension has an important place in lifelong learning. It is an interactive process between the reader and the text. Comprehension is affected by the experiences, abilities, motivation, and reading goals of the reader. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (the connection between letters and sounds and the relationship between sounds, letters, and words), and his ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independently of the other two elements of the process.

3. Aspects of Reading Comprehension

Reading is the most important thing because reading is a skill that is obtained so that it can make people easier to understand the things that are explained. In this research, the researcher used five aspects of reading skills. After having the background of the purposes of reading, and the things that should be covered to reach the aim of reading, we need to clarify some types of reading. There are some aspects that are highly related to each other Mikulecky and Jeffries (1998), as cited in (Nisa *et.al*, 2018). They are the main idea, detailed information, vocabulary, and inference in reading comprehension.

a. Main Idea

The main idea of a passage or reading text is the central thought or message. In contrast to the term topic, which refers to the subject under discussion, the term main idea refers to the point or thought being expressed. Mikulecky and Jeffries (1998) as cited in (Nisa *et.al*, 2018) argued that the main idea is the writer's idea about the topic which is

formed by both the topic and the idea. Identifying the main idea and supporting details is an important part of reading comprehension

b. Detail

The purpose of reading guides the reader's selection of texts. All people read for some purpose. To achieve the purpose, detail is a very important thing in reading (Elizabeth, 2005) as cited in (Nisa *et.al*, 2018). Detail is considered the most crucial thing in reading comprehension. We need detail to comprehend the text. It is also the first thing that we must be able to do to identify the topic of the text. In the examination, there are some questions related to detailed information.

c. Vocabulary

One of the most persistent findings in reading research is that the extent of students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success (Logan, *et.al.*, 1991) as cited in (Nisa *et.al*, 2018). This relationship is logical to get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them.

d. Inference

The inference is the ability to read between the lines or to get the meaning an author implies but does not state directly. All comprehension strategies involve inference in the sense that comprehension (Doff, 1988) as cited in (Nisa *et.al*, 2018). It also requires readers to note text clues, access prior knowledge associated with clues, and then, based on that background knowledge, predict (infer) what the meaning is.

C. The Nature of Hybrid Learning

1. Definition of Hybrid learning

Hybrid learning is a teaching method in which teachers teach students directly and remotely at the same time. Hybrid learning also offers a new approach to combining runway learning modes. In the hybrid learning model, the teaching method must be synchronous so that it can be used to complement the instruction. Normally is online and face-to-face teaching to two remote sites using Hybrid Learning, a combination of face-to-face and distance learning. Hybrid or blended learning is a combination of conventional direct meeting and integration of technology in e-learning form so that its implementation must be directly proportional to the strategies used by lecturers and students (Hubbard, 2013) as cited in (Nashir & Laili, 2021). Hybrid learning emphasizes the needs of the traditional learning process and the importance of redesigning the learning model by integrating it with technology. So hybrid learning is the type of learning which blends the power of direct face-to-face in class and online classes.

This can cause students to be required to have a responsibility and learn independently from any existing learning process because hybrid learning can be done anytime and anywhere depending on the available tools. Through hybrid learning, students can explore information and get learning materials according to the syllabus that has been set by the teacher. The implementation of hybrid learning is carried out through several types of online media. There is no special formulation in designing hybrid learning; it varies widely depending on the course content nature, learning needs, students, lecturers, the course goals, and the technology available. There was 4 type of implementing hybrid learning in Intensive English class, they were:

a. Direct face-to-face learning

In the direct face-to-face meeting (conventional) process, it was only 50% of students who are allowed to come to class. But we still divided them into several groups if it categorized as a large class to keep

distance between students. Face-to-face learning was only used for practicing conversation among the students; it is by the objectives of the intensive English program which emphasizes speaking skills. Face-to-face activities were carried out to see and monitor the students' conversation, fluency, accuracy, pronunciations, expressions, and active participation in the classroom. Besides, by traditional face-to-face learning lecturers can interact directly with the students, see their condition, greet them, facilitate students' questions and difficulties in learning and communicate other important things.

b. Virtual Learning

The virtual class is used by lecturers to provide material/theories for the students. In this case, certain applications or platforms that support communication and interaction with students are badly needed. The platforms commonly used include Google Meet, Zoom Cloud Meetings, and WhatsApp Group. These applications are useful to deliver material, sending assignments, assess students' work, tutorial media to give the students academic assistance.

c. Independent Learning

Independent learning was applied when 50% of students had to attend offline classes for having conversation practice, then the rest 50% of students must learn from home. Students deepen their material understanding by independent study in which sources of learning, period, and location can be decided by themselves. When conducting an autonomous study from home, students can make note of some new things and troubles faced, and then discuss them with the lecturers. Although college students study autonomously, lecturers keep monitoring and lead them to comprehend material sent by lecturers in online classes through the application used. They can be in the form of videos, YouTube links, eBooks, PowerPoint presentations, learning resources links, and links to scientific journals as reference material.

d. Evaluation

In its implementation, hybrid learning does not always run smoothly as planned, there have to be many boundaries so that an assessment or evaluation is required to develop the process of learning. The system of evaluation on a hybrid is disparate from the one in regular face-to-face learning. The hybrid learning evaluation is based on process and results through assessing student performance with various platforms, including Whatsapp group, Zoom cloud meetings, Google forms, games, or portfolio-based assignments. Assessment is not only from the lecturers but also from peers. Peer assessment can foster students' self-confidence, increase student contribution to learning, enhance the interactions and mutual belief among students, students more concentrate their awareness on the learning process other than the product (outcome). Besides, they can recognize their power and shortcomings as the valuable feedback they receive, pushes and fosters students to be truthful as they are obliged to be objective in giving assessments. Even so, the assessment form with quizzes, assignments, and direct conversation practices which are usually adjusted in traditional learning still necessary, but they are not the only means of assessment. Direct face-to-face learning is actually a learning concept by regulating or limiting the number of students from the normal number to fewer. This arrangement is done by reducing the number of students attending school and reducing the number of seats in each class.

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The direct face-to-face process is as follows as quoted in (Nashir & Laili, 2021) :

- a) Class conditions maintain a minimum distance of 1.5 meters The maximum number of students per class for primary and secondary education levels is 18 students.
- b) Study Schedules For study schedules determined by the education unit while prioritizing health and safety.
- c) Mandatory behavior using masks correctly applying coughing/sneezing etiquette diligently washing hands with soap with running water or using hand sanitizers maintaining a minimum distance of 1.5 meters and not making physical contact.
- d) Forbidden from the canteen during the transition period, as long as new habits are allowed by maintaining strict health protocol.
- e) Medical condition of the school community Residents of the education unit (school) must be healthy and if they suffer from comorbidities (conditions when two or more diseases are present together) must be in a controlled condition. Does not have Covid-19 symptoms, including people who live at home with school residents.
- f) Sports and extracurricular activities For the transition period are not allowed in schools. During a new habit, it can be done while maintaining strict health protocols.
- g) Activities Other Than Studying at School During the transition period, it is not allowed, when new habits are allowed by maintaining strict health protocols.
- h) Learning outside the school environment For learning activities outside the school environment, it is allowed with strict health protocols to be avoided .

2. Advantages and Disadvantages of Hybrid Learning

The uniqueness of blended learning is due to the integration of traditional and high-tech e-learning, which allows you to get the best result due to the synergy of the strengths of each method (Ndioho, Etokeren, & Kingdom-Aaron, 2021 as cited in (Elena D. Shimkovich *et.al*, 2022).

- a. Some of the main benefits of hybrid learning include:
- 1) possibility of greater spatial and temporal flexibility compared to the traditional format (Garcia, Redel, & Martiny, 2021);
 - 2) variety of didactic teaching approaches (Nagaeva, 2016);
 - 3) student gets the opportunity to master the necessary knowledge and skills in a convenient format (Nagaeva, 2016);
 - 4) reduction of financial costs for learning without losing the advantages of the traditional approach (Alsalmi, Eltahir, & Al-Qatawneh, 2019; Garcia et al., 2021; Nagaeva, 2016);
 - 5) possibility to provide students with educational/scientific materials in a quick, simple, and understandable form (Ndioho et al., 2021);
 - 6) interaction between learners and learning materials in an electronic environment without the presence of a teacher allows students to develop self-learning skills, which will lead to an improvement in the quality of education (Taylor, 2017);
 - 7) integration of electronic technologies and classical teaching enriches and mutually complements each other, which arouses the interest of students and increases their enthusiasm for the learning process (Nagaeva, 2016; Tunmibi, Aregbossola, Adejobi, & Ibrahim, 2018);
 - 8) possibility to take into account the individual characteristics of the perception of information by students;
 - 9) possibility to organize group learning activities, which allows students to be liberated and gives them greater freedom of speech (Albarrak, Zakaria, Almulhem, Khan, & Abdul Karim, 2021).
- b. The disadvantages of hybrid learning include:
- 1) significant time spent by the teacher on the development of high-quality electronic resources / online courses;
 - 2) sometimes relearning of teachers in the field of information and computer technologies is required;

- 3) selection of the optimal platform for synchronous interaction between the teacher and the student, which would satisfy the needs of the educational process (Garcia et al., 2021);
- 4) difficulties in controlling the knowledge of foreign students in the hybrid learning format (manifestations of "academic dishonesty" of students) (Afuro, 2021)
- 5) The use of hybrid learning expands educational opportunities for students due to its flexibility and accessibility and, of course, will develop in the future.

D. Previous Study

Previous Study was conducted by Dwiningtiyas, Gendis Nadira, Dedi Sofyan, and Hilda Puspita 2020 of junior high school 09 in Bengkulu, with the research title Teachers' Strategies In Teaching Reading Comprehension. This research was about the teachers' strategy in teaching reading comprehension to second-grade students of Junior High School 09 Bengkulu City. This research used a descriptive qualitative research design. The design of this study was descriptive qualitative with direct observation.

Furthermore, Wibowo Yulia Enggar Wigati 2020 of Senior High School in Bengkulu, Indonesia who teach at class X, XI and XII. With the research title An Analysis Of English Teachers' Strategies In Teaching Reading Comprehension. This research used a mixed-method research design. Observation means the action of the process of closely observing or monitoring someone. For the data, the researchers used the observation checklist as the main instrument in each meeting.

At last, Noor Aziz Kurniawan 2017, The research title is "Teaching Strategy in Reading Comprerhenic Classes". This study aims to find out what types of strategies the teacher uses and what strategies are often used in the teaching of reading comprehension. This research uses descriptive qualitative. The data has been arranged from documentation, observation, interviews,

questionnaires, and descriptions the data. In this previous study, research will use and searched for useful information in the teaching strategy section.

The difference between this study and the previous research above is that this study focuses more on teacher strategies, especially in teaching reading during the hybrid learning class, and in applying reading strategies during the hybrid learning class. The researcher interview two English teachers at SMAS Karya Budi Putussibau as subjects in this study.

